DOCUMENT RESUME

ED 090 645 EA 006 090

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TITLE Implementation of Year-Round Education. A Simulation Notebook.
PUB DATE May 74
NOTE 28p.; Paper presented at National Seminar on Year-Round Education (6th, Chicago, Illinois, April 30-May 3, 1974)

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Administrator Guides; Case Studies; Critical Path Method; *Educational Planning; *Extended School Year; High Schools; Management Systems; *Models; Program Evaluation; *Program Planning; School Districts; School Organization; Seminars; Simulation; Task Analysis; *Year Round Schools

ABSTRACT

The implementation of year-round schools requires careful planning and management. An activity plan provides an effective technique for implementation and action by necessitating the outlining of goals and the identification of procedures and activities to achieve those goals. Additionally, it provides techniques for monitoring ongoing plans and evaluating the results. Once a school district has determined the year-round program it will embark upon, it should set up the organization necessary to manage the implementation and operation of the program, a program that should require a team effort across all district divisional lines. A management system could provide an organization designed to determine all the necessary functions and tasks involved. Such a system could also develop reasonable timelines and program evaluation and review technique charts for the activities of implementation. Critical incidents charts and task identification charts could be used to specify ways and means for each step of implementation. Task charts could also be developed for school organization and management; research, planning, and development; pupil personnel; finances; supplies and equipment; maintenance; transportation; food services; and curriculum revision. Case studies illustrate several aspects in the planning and implementation of year-round programs. Sample forms are also included. (Author/DN)

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IMPLEMENTATION OF YEAR-ROUND EDUCATION

A SIMULATION NOTEBOOK

PRESENTED AT THE

6TH NATIONAL SEMINAR ON YEAR-ROUND EDUCATION

APRIL 30 - MAY 3, 1974

CHICAGO, ILLINOIS

by

DR. RALPH R. BELL

DISTRICT SUPERINTENDENT

BEAR VALLEY UNIFIED SCHOOL DISTRICT

BIG BEAR LAKE,

CALIFORNIA

EA 006 090

IMPLEMENTATION OF YEAR-ROUND EDUCATION

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INTRODUCTION

The following pages are devoted to a model for implementing year-round education. Procedures for implementation include activity plans, organization, and a management system with critical incidents and tasks. Examples of the latter are included.

Cases are provided as brief examples of several aspects in the planning and implementation of year-round programs. More detailed implementation aspects, such as student scheduling and curriculum revision, are covered in the other presentations of the Seminar.

ACTIVITY PLANS

The implementation of year-round schools requires careful planning and management. By means of outlining goals, determining what must be accomplished to achieve the goals, and how to go about doing it, plus monitoring ongoing plans and evaluating results, an effective technique for implementation and action has been accomplished. The latter is referred to as an Activity Plan. By outlining and following an Activity Plan, a desired operational plan is implemented.

EXAMPLE OF ACTIVITY PLAN:

1. What is desired?

   The goal of implementing a year-round school program.

2. What must be accomplished to achieve the goal?

   The development of an implementation schedule showing what should be happening, and when.

3. How to go about doing it?

   Establish a multi-year calendar providing a description of major events and tasks to be accomplished, showing person or persons responsible, and target dates.

4. How are they going to tell when, or how well, it has been done?

   Monitor and evaluate the procedures and operations. During the ongoing process, adjustments can be made

when discrepancies are noted. This can prevent major and costly problems at a later date. Following implementation, an evaluation is made to determine if the program has met expected criteria.

IMPLEMENTING A PLAN

Once a school district has determined the year-round program it will embark upon, the district should set up the organization necessary to manage the implementation and operation of the program.

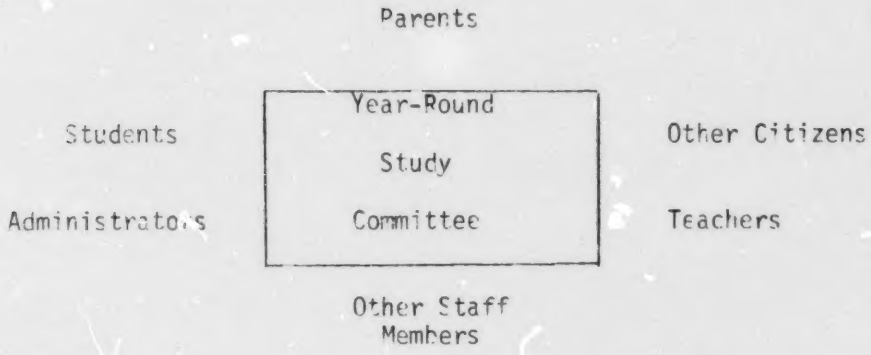
a. Team Effort

Implementation of a year-round program requires a team effort which crosses all divisional lines in a school district. An organizational structure for the democratic development of a year-round program should be developed, which involves representatives from throughout the entire district. Trust, goodwill, a sense of belonging, and personal importance to the cause of developing a sound year-round program must be linked with a system of implementation if it is to operate with maximum effect.

An example of an organization which has representatives from various interested segments in the community is shown in Figure 1. Parents and other citizens may be represented on a geographic basis, teachers and students on a school basis, and administrators and other staff members on a district basis.

Figure 1

A Typical Year-Round Representative Organization



The above organization can be of assistance in the development and acceptance of a year-round program. Definite objectives, as well as deliniations of functions, should be established. The organization meets in advisory capacity only, and does not participate in policy formulation or preparation of reports.

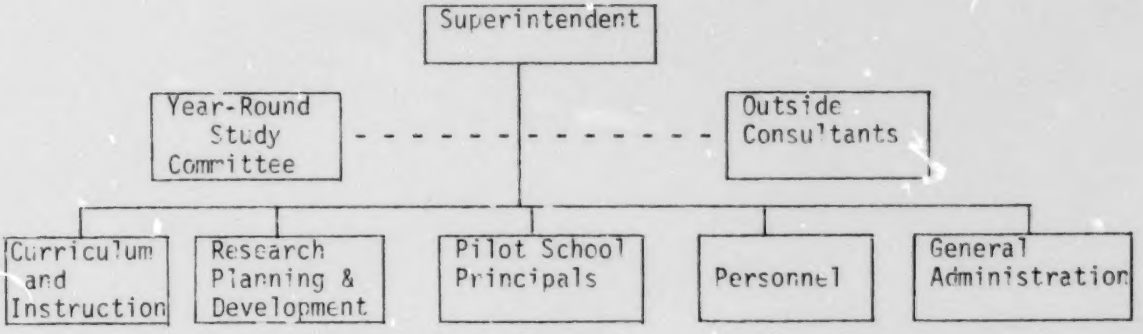
b. Management System

The district should set up the organization necessary to manage the implementation and operation of the program. A management system can provide an organization to determine all the necessary functions and tasks involved, and develop reasonable timelines and PERT (Program Evaluation and Review Techniques) charts for the activities of implementation.

The organizational structure in a management system will vary from district to district in accordance with size of district, areas of responsibility, and tasks. For a teamwork type of organization, all divisional lines in the school district should be represented. (Figure 2)

Figure 2

Chart on an Administrative Organization for Management of Year-Round Education.



c. Ways and Means

Specify ways and means for each step of implementation. Also allocate staff, time, facilities and materials for each step.

i. Critical Incidents Chart

Major events can be identified by means of a Critical Incidents Chart

Example:	Date Start	Finish
Adoption of Year-Round Calendar		
Identification of basic tasks		
Identification of role assignments		
Designation of pilot schools		
Adoption of revised curriculum		
Prepare a master schedule		
Design of research for evaluation		
Pupil assignment (or registration)		
Bus scheduling		
Allocation of resources (Personnel, materials & equipment)		
School plant preparation		
Collection of data to date		
Summative evaluation of preparations		
Implementation		
Implementation evaluations		
Program modifications		

ii. Task Identification Charts

Tasks to be accomplished by each department and office for effective implementation can be identified on Task Identification Charts.

Example:

Personnel Department

Start Finish

Contracts, salaries: Decisions regarding types of contracts, methods of determining salaries, and twelve-month personnel.

Faculty meetings: Explain various types of contracts and salaries at designated schools and other schools

Designation of staff members participation: Information is to be received from principals as to which staff members, both instructional and classified, wish to participate in year-round school pilot program.

Personnel allocation: Information to be received from appropriate departments:

1. Number of classroom teachers allocated, by grade level, for each designated school.

2. Number and type of specialists to be assigned to each school.

3. Period of time each employee will be under contract.

4. Number and type of classified personnel allocated for each designated school.

5. Number and hours for bus drivers for each school.

	Start	Finish
Personnel assignment: Staff members to be assigned at designated schools.		
Personnel conferences: Staff members meet for:		
a. Orientation and planning		
b. Implementation		
c. Evaluation of implementation		
d. Modifications		

Public Information

School Board Review:
Staff progress report on planning and preparation of year-round program. Public information materials presented.

Letter to Citizens:
Superintendent outlines to community a status report on plans for implementing year-round programs.

Preparation of a Slide-Tape Presentation:
Explanation of year-round program, benefits, and how implemented.

Preparation of Information Materials:
An information package about the program.

Establishment of Speakers' Bureau:
Select personnel from school district for information presentations at community meetings.

Letter to Parents:
A progress report mailed to parents, giving status of implementation.

Small Group Presentations:
Begin a series of presentations on year-round program to coffee groups in individual homes, by members of speakers' bureau.

	Start	Finish
Presentations to Civic and Fraternal Organizations, PTA's, etc: Speaking engagements by members of speakers' bureau, to organizations throughout community.		
Prepare Special Edition of Staff Newsletter: Year-round information and implementation program given to all employees.		
Television and Radio Interviews: A school district spokesman will discuss year-round education and its implementation in local schools.		
Monthly Public Releases: Feature stories released to news media on implementation of year-round program.		

Other task charts should be developed in pertinent areas such as the following:

School Organization and Management:

- procedures and practices relative to management of year-round schools, preparation of principals' handbook, determination of building space, attendance groups and distribution by grade level, student registration and assignments, staff and supplementary personnel assignments, curriculum plans, facility utilization, in-service training, and student record keeping.

Research, Planning and Development:

- plan, coordinate and evaluate all aspects of the year-round program, insuring congruence between program objectives and results.

Pupil Personnel:

- prepare attendance zones, and distribute school zone boundary booklets and maps. Provide master schedules, counseling, registration, assignments, extra-curricular activities, job opportunities, etc.

Finances:

- determine local funds needed, verify eligibility for State and Federal funds, develop payroll for all persons in the year-round program, budget and analyze costs and savings of the year-round program.

Supplies and Equipment:

- requisition equipment, textbooks, instructional supplies, custodial supplies, and printed materials at an early date.

Maintenance:

- provide custodial and maintenance schedules, in-service training program, special maintenance programs, plant inspection, additional shelving and storage space for teacher supplies, and twelve-month programming of personnel.

Transportation:

- determine routes, number of drivers, contracts to drivers, and notify schools, publish information relative to schedules, routes and stops, and maintain cost accounting.

Food Services:

- survey personnel for year-round work, employ managers and workers, arrange for an in-service training, transportation of commodities, planning of menus, control of monies, etc.

Curriculum Revision:

- redesign curriculum guides around performance objectives, leading to more independent work and more individualized instruction. Restructure course offerings for student groupings in relation to interests and needs, relevance, learning experiences, with the elimination of required sequences wherever possible, allowing for flexibility in the program of instruction. Provide for professional leaves or supplementary salaries for personnel participating in curriculum revision.

CASES

The following brief cases illustrate several aspects in the planning and implementation of year-round programs.

Case "A" - Alternatives or year-round schools?

Careful planning and management will contribute to a smooth operation of a year-round program. A school district should spend two years in studying needs, planning to meet the needs, and preparing to implement procedures.

School district "A", facing rapid growth, wanted citizens to react to alternatives available to relieve overcrowding. A survey was made in the community to determine how citizens regarded alternatives such as double sessions, staggered days, less periods per day, more students per classroom, rental of off-campus facilities, lease-purchase of portable classrooms, and year-round use of schools. The survey showed that the persons responding to the survey preferred year-round schools to other alternatives.

Case "B" - Determining a Year-Round Plan:

School district "B" was faced with determining a year-round plan that would be most acceptable. Realizing the importance of staff and community involvement, a committee of representatives was formed to study various types of year-round plans. Literature on year-round schools was reviewed and committee members visited school districts operating year-round programs. Written reports on visitations were made by committee members, and reviewed at committee meetings. Representatives of the committee attended workshops and conferences on year-round schools. The feasibility of operating various plans in elementary and secondary schools was given serious consideration.

After summarizing the various plans, reviewing visitations and various meetings, a recommendation was made on a plan that would be most suitable for operation, and meeting the needs of the school district. The recommendation was forwarded to the school board for review and approval.

Case "C" - Planning and Developing a Strategy:

School district "C" has adopted a year-round plan. Procedures for planning and preparation for implementation are determined. During the next year the major events (critical incidents) and tasks to be performed are outlined and followed. Role assignments are identified at various levels within the district. Reasonable timelines are developed for the events and tasks.

The school district enters into contracts with outside consultants to monitor all activities conducted in conjunction with preparation to implement the year-round program. A research design is constructed for evaluating the implementation of the program, noting successes or discrepancies. These steps are intended to provide two kinds of information:

- information as to whether or not the program was implemented as planned, and
- information as to how successful the program seems to be in attaining its enroute objectives.

Case "D" - Teacher Contracts:

School district "D" has among its events in implementing a year-round program, the need to determine teacher contracts as to types, salaries and personnel. Following committee meetings, composed of teacher representatives and other certificated personnel, including administrators, it was recommended that all teachers in the school district be given the opportunity to make application for extended contracts. Guidelines and procedures were recommended for selection in employment. It was discovered later that several teachers requested a teaching assignment of six months, while others applied for twelve months. Included in the latter were full time and part-time assignments. In the district's small high school (600 students), only a few hours per day of teaching in special areas could be justified during the new summer quarter, which had a relatively small attendance. The additional income was welcomed by all teachers and staff members.

Teacher contracts were computed on the annual salary placement, which included

(Case "D" continued)

181 days of service. A per diem rate was determined by dividing a full time salary by 181 days. An instructional hour was computed by dividing the per diem rate by six (6) hours.

The flexible contracts were computed on a district form that was developed for year-round teachers. A copy of the form is enclosed in Sample Form "A". A copy of the certificated contract of employment is enclosed in Sample Form "B".

Case "E" - Additional Personnel

In school district "E" the opening of year-round schools during summer months required, besides a teaching staff, additional certificated and classified personnel. A determination was made of the number and type of specialists to be assigned to each school. School secretaries, clerks, custodians, cafeteria employees, and bus drivers were selected and assigned. School principals were given a twelve-month assignment, with a month of vacation during the year. The latter vacation time could be divided. Other qualified personnel would fill in during the principal's absence.

The question arises on the additional costs to employ the above personnel for twelve months. Does this not make for a more expensive program? In reply, another question can be asked. With growth and overcrowding in schools, would not the construction of new schools require the addition of employees? Extra teaching time and employment is required in growing communities, whether it be by means of year-round schools, other alternatives, or additional classrooms.

Case "F" - Business Office Procedures:

In school district "F" the business office was confronted with the expansion and revision of business procedures. Bus drivers were now on a twelve-month job, and vacations had to be scheduled on a rotational basis. However, capital outlay for the purchase of new buses was not necessary, due to the year-round use of existing buses.

With flexible contracts, payroll procedures were revised to ten or twelve monthly payments. Early initiation of necessary requisitions and purchase orders were made, so that instructional supplies and equipment were received in time for the start of the summer quarter. Food services were streamlined for summer operations. As a result, new procedures cost less than traditionally.

New questions have arisen with the beginning of year-round schools. A new look has to be given to the area of retirement payments, and possibly earlier retirements. Insurance coverage costs may be higher, but not as costly as new coverage on a new school.

Case "G" - High School Instruction

The small high school in school district "D" was changing over from a semester (90 days) basis to a quarter (60 days) basis in another year, and had to determine how to prepare and make the change. The staff decided to take the current curriculum and restructure it from two semesters into three quarters. Also, it was agreed to write performance objectives, and eliminate sequence type courses whenever possible. During summer vacation, staff members were hired to rewrite the curriculum in preparation for the opening of school in September. A dry run of the revised course offerings was made during the following three quarters, in order to give teachers the opportunity of trying out the new schedule. When the spring quarter ended, the staff and students had adjusted to the new quarter schedule, and were ready to begin a four-quarter year-round program in July.

Students select three quarters out of

(Case "G" continued)

four quarters. They may select four quarters a year, graduate early, or continue to register for additional course offerings. Some of the latter courses may be taken through a junior college program, which grants college credit to the early high school graduates.

Case "H" - Evaluation of First Summer Quarter:

Staff members in school district "D" were interested in the reaction of parents, students, and teachers upon the completion of the first summer quarter in district-wide year-round education. The district year-round study committee suggested a questionnaire be given to the students in grades 3 through 12 who attended school in the summer, their parents, and summer quarter teachers.

A questionnaire was developed which covered student achievement, student interest, variety of educational programs, and other services (library, bus, lunch, etc.). Reactions were solicited to the use of schools on a year-round basis as an efficient use of tax monies, as an advantage in organizing family and vacation plans, and parents recommending to other parents, students recommending to other students, and teachers encouraging other teachers to participate in the next summer quarter. A summary of the questionnaires (with percentage returns) is enclosed in Sample Form "C".

SAMPLE FORMS

BEAR VALLEY UNIFIED SCHOOL DISTRICT

CERTIFICATED EMPLOYEES
SALARY PLACEMENT FORM

Below is the computation for your ANNUAL salary placement for the 1973-74 school year. This placement includes your REGULAR SALARY plus any additional EXTENDED CONTRACT DAYS and is computed as shown. This information is based upon the verification by transcripts on file in the district office. You may have additional credits, but the placement will be made only on what we can verify on file. It is your responsibility to file transcripts regularly to keep your summary sheet current. (You may check your transcripts at anytime in the district office.)

A. FULLTIME CONTRACT (181 days of service)

Class____ Step_____ Salary $_____

B. PARTTIME CONTRACT (less than 181 days of service)

1. Fulltime contract salary figure divided by 181 gives your per diem rate.

$_____ ÷ 181 = $_____

2. Per diem rate multiplied by the total days of service required gives your annual salary.

$ _____ X _____ = $_____

C. ADDITIONAL DAYS OF SERVICE (Excess of 181 days full contract)

1. Fulltime teachers salary figure divided by 181 gives your per diem rate.

$_____ ÷ 181 = $_____

2. Per diem rate divided by 6 gives your instructional hour rate.

$_____ ÷ 6 = $_____

3. Instructional hour rate times the number of periods taught times the number of days of service, gives your additional days of service total figure.

_____ X _____ X _____ = $_____

D. TOTAL ANNUAL SALARY COMPUTATION

Regular fulltime contract figure	A.	$_____
Parttime contract figure	B.	$_____
Additional Days of Service figure	C.	$_____
Total Salary	D.	$_____

BEAR VALLEY UNIFIED SCHOOL DISTRICT
Post Office Box 1529
Big Bear Lake, California

CERTIFICATED CONTRACT OF EMPLOYMENT

_____ Big Bear Lake, California
Date: _____

This contract supersedes all previous contracts.

You are hereby notified that at a meeting of the governing board of the Bear Valley Unified School District, you were elected to serve as a teacher for the school year beginning _____ and ending _____.

Your specific teaching assignment will be determined by the Board upon adoption of class schedules for the district and may be changed during the school year according to the needs of the school district.

The following conditions of employment have been stipulated by the governing board and are hereby expressly made a part of this contract:

1. The terms and conditions set forth herein may be changed by mutual consent of the contracting parties.

2. Your annual salary for the school year (for total days of service) in the above named position will be * $_____, payable as follows:
$ _____ per month for ___ consecutive payments commencing _____

3. Regular days of service: _____ Days in excess: _____
Total days of service: _____ Days in excess of regular service days are compensated on a per diem rate based upon the salary schedule currently adopted by the Board for regular employees.

4. Excess days of service will be contracted on a year to year basis contingent upon the needs of the district and become a part of the annual contract.

5. Your services in the above named position will begin: _____

6. You are required to hold valid California Credentials covering your employment under this contract.

7. You are hereby classified by this Board as a _____ employee.

8. This offer of employment is made subject to the laws of the State of California and to the lawful rules of the State Board of Education and the governing board of the above named school district. Said laws and rules are hereby made a part of the terms and conditions of this offer of employment the same as though they had been expressly set forth herein.

_____
Secretary of the Board of Trustees

ACCEPTANCE OF OFFER

I accept the above offer of employment and the terms and conditions thereof and will report for duty as directed. I hold and have on file or registered in the office of the County Superintendent of Schools of this County the following credentials or certificates authorizing me to serve in the capacity stipulated in this contract.

_____ _____

I have not entered into a valid contract of employment with another school district which will in any way conflict with employment under this contract.

Dated: _____ Signed: _____

SAMPLE FORM "C"

BEAR VALLEY UNIFIED SCHOOL DISTRICT
P.O. Box 1529
Big Bear Lake, California
November 1973

The following is a summation of the results of three questionnaires sent out in order to evaluate the summer quarter of the Bear Valley Unified School District's Year-Round School Plan for the 1973-74 school year. All parents of children enrolled during the summer quarter were given an opportunity to respond to the following questions. All students in grades 3 thru 12 in the summer quarter were given an opportunity to respond to the following questions. All teachers who taught during the summer quarter were asked to respond to the following questions. The results are converted to percentages as a basis for comparison.

1. (Parents) In my opinion student achievement during the summer quarter as compared to the previous quarter was: higher 54 same 38 lower 8

   (Students) In my opinion my achievement during the summer quarter as compared to previous quarters was: higher 50 same 41 lower 9

   (Teacher) In my opinion student achievement during the summer quarter as compared to the previous quarter was: higher 65 same 21 lower 14

2. (Parents) In my opinion, my student's interest in his educational program during the summer has been: higher 59 same 31 lower 10

   (Students) In my opinion, my interest in my educational program during the summer has been: higher 56 same 33 lower 11

   (Teacher) In my opinion, my students' interest in their educational program during the summer has been: higher 57 same 43 lower ___

3. (Parents) Do you feel the variety of educational programs provided during the summer quarter was: greater 62 same 26 less 12

   (Students) Do you feel the variety of educational programs provided during the summer quarter was: greater 54 same 27 less 19

   (Teacher) Do you feel the variety of educational programs provided during the summer quarter was: greater 40 same 20 less 40

4. Were other services (library, bus, lunch, etc.) satisfactory:

   (Parents) yes 98 no 2
   (Students) yes 79 no 21
   (Teacher) yes 94 no 6

5. Do you feel that using schools on a year-round basis is an efficient use of tax monies?

   (Parents) yes 97 no 3
   (Students) yes 76 no 24
   (Teacher) yes 93 no 7

6. (Parents) Do you feel that the smaller classes during the summer quarter have benefitted your student:

   yes 94 no 6

(Students) Do you feel that the smaller classes during the summer quarter have benefitted you?

yes 80 no 20

(Teacher) Do you feel that the smaller classes during the summer quarter have benefitted your students?

yes 93 no 7

7. Do you feel that the summer quarter was an advantage in organizing family and vacation plans?

(Parents) yes 85 no 15
(Students) yes 76 no 24
(Teacher) yes 71 no 29

8. (Parents) Do you feel your student had ample opportunity to participate in out of school activities during the summer quarter? yes 84 no 16

(Students) Do you feel you had ample opportunity to participate in out of school activities during the summer quarter? yes 66 no 34

(Teacher) Do you feel your students had ample opportunity to participate in out of school activities during the summer quarter? yes 88 no 12

9. Did you find the information sent out by school officials in preparation for starting this school year, such as announcement schedules and assignments, helpful?

(Parents) yes 98 no 2
(Students) yes 85 no 15
(Teacher) yes 100 no

10. Did you receive sufficient year-round school information?

(Parents) yes 94 no 6
(Students) yes 78 no 22
(Teacher) yes 100 no

11. (Parents) Please check if your student participated in any of the following programs this summer: 71 swimming program 29 additional electives at h.s.

(Students) Please check if you participated in any of the following programs this summer: 50 swimming program 50 additional electives at h.s.

(Teacher) Please check if your students participated in any of the following programs this summer: 50 swimming program 50 additional electives at h.s.

12. (Parents) Based on this summer quarter, would you recommend to other parents attendance during the summer quarter in 1974? yes 95 no 5

(Students) Based on this summer quarter, would you recommend to other students attendance during the summer quarter in 1974? yes 86 no 14

(Teacher) Based on this summer quarter, would you recommend to other parents student attendance during the summer quarter in 1974? yes 100 no

13. (Teacher) Would you encourage other teachers to participate as teachers in the summer quarter? yes 100 no